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Speech by Adam Graycar, Chief Executive
Officer, Office of Tertiary Education, Adelaide:

"Exporting university education"

presented at the CISME Conference (Centre
for Intercultural Studies and Multicultural
Education), University of Adelaide, 28 June
1991

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CISME CONFERENCE
"EXPORTING UNIVERSITY EDUCATION"

THE UNIVERSITY OF ADELAIDE

28 JUNE 1991

ADAM GRAYCAR

Chief Executive Officer
Office of Tertiary Education
GPO Box 2564
ADELAIDE SA 5000

(08) 226 1723

ADAM GRAYCAR

28 June 1991

- There are about 1800 overseas students in our three universities. Of these about 1300 are full fee paying students.
- They are a significant boost to our local economy but to think of these people in economic terms alone is very limiting and very crass.
- There are a range of education and cultural advantages to South Australia. There are also long term trade and foreign policy benefits as we contribute to the education of the leaders of tomorrow.
- The long run benefits we see are:
 - cultural understanding (a two way exchange)
 - trade relations
 - co-operation on issues of regional concern
 - development of our intellectual property through research
 - recognition of South Australia as a place committed to the social and economic development of the region and a good place to do business with.

OTE'S VIEWS ON CURRENT POLICIES AND PRACTICES IN MARKETING UNIVERSITY EDUCATION OVERSEAS

We live in a world of enormous diversity and change. The boundaries of our comfortable existence are always changing and in so doing, changing the comfortable nature of our existence. Australia is an island, but not an isolated world. In a world caught in nerve wracking tensions, a world in which modern communications keep us continuously ^{informed} ~~unharm~~ed of every disaster, of all the folly, tragedy and danger near and far we all live with an undercurrent of anxiety.

In earlier times we simply shut ourselves off from the nasty world out there (or even in the eastern States). We ~~need~~ ^{try not to} to disparage and blame anyone different - especially if they were foreign. That strategy can't do any more. Now that we are facing difficult times we need to look outward, and positively to our region. Our overseas student program is one significant part of this outward looking, inclusive approach.

1. GENERAL POSITION (excerpts from submission to IC review)

- "The State Government regards the export of education services as an important activity with significant social, education and economic benefits to the State."

Focus on econ - class

- **Education and Culture Advantages and Trade Connections**

"Educational advantages accrue not only for overseas students who come here but for the local students who study with them. Particularly in the research and post graduate areas there is sharing of expertise and perspective, and joint growth in adding to the global body of knowledge.

At all levels, however, there is the opportunity to share and mix both educationally and culturally expanding horizons and levels of tolerance and understanding. Friendships and connections can flow on from this into potential trade and business networks of the future.

While it is not possible to assess these benefits in dollars, the networks formed are significant. Many students return to their home countries to become senior government and business leaders. (Several Ministers in Asian countries are graduates of the University of Adelaide for example). Such a network enables high level contacts to be pursued by South Australian institutions and government officials.

It is of interest to note that Australian business has generally not maximised possible trade links and entrees into overseas markets and business intelligence as might have been expected if strong

post-student networks had been maintained. (In excess of 60,000 Australian graduates in Malaysia should result in many more significant joint bilateral ventures)."

◦ **Economic Benefits**

"With a fee income of around \$20 million per annum and additional foreign exchange being spent on living expenses, visiting families etc, there is an obvious financial benefit to the local economy."

2. IMPORTANCE OF A LONG VIEW

◦ Given the trade emphasis we could liken Australia's approach to marketing education, to its approach to selling potatoes, implying:

- a failure to recognise that educational markets have specific needs for which off-the-shelf education and training programs may not be suitable

One sack of potatoes is pretty much the same as another, both in its nature and in its end use.

But the same cannot be said of education and training. If our educational offerings are not responsive to the needs of the "clients", then they will go elsewhere.

- an impression that educational "marketers" were interested in securing a quick sale without adequate attention to "after sales care", and without attempting to ensure that courses promoted to students were the ones best suited to their needs and aspirations.

◦ As the Minister has said, the State's interest in the attraction of overseas students to our universities is as much with the long term relations between students/graduates and the State, as it is with any short run economic benefits, as important as they may be.

The long run benefits we see are:

- ¹ - cultural understanding (a two way exchange)
- ⁴ - trade relations
- ³ - co-operation on issues of regional concern
- ² - development of our intellectual property through research

- recognition of South Australia as a place committed to the social and economic development of the region and a good place to do business with.

3. THE MANY FACES OF INTERNATIONAL EDUCATION

The "marketing" of education is a many faceted process. The impressions that remain with graduates/students will be an accumulation of their experiences over an extended period of time. At each stage of a student's engagement with us there is the potential for them to be influenced for better or worse.

If the long term benefits are to be realised, then care must be taken to ensure that the "faces" encountered at each stage are attractive.

- The Honest Face of the Promoters
- The Helpful Face of Government Officials
- The Welcoming Face of Adelaide
- The Caring Face of our Universities

(1) The Honest face of the Promoters

- Educational services need to be promoted honestly
- Buyer beware is not an appropriate credo
- Enquiries need sufficient, accurate information (and counsel) to be able to assess the relevance of courses to their needs and aspirations
- Courses should be represented fairly to them in terms of their requirements and possible outcomes.
- Promoters should be able and willing to suggest alternatives to their own courses, when this is indicated
- South Australia's co-ordinated approach to the marketing of education is a response to this need, that has been well received overseas.
- It conveys a sense of co-operation consistent with the claims made in our promotional materials, for Adelaide as a friendly, supportive city.
- Government to Government contacts (by the minister, Adam Graycar, Lorraine McLoughlin etc) have helped to create a feeling of goodwill towards South Australia as an educational destination.

(2) **The Helpful face of Government Officials**

- Australia's immigration policies are seen as complex and tardy
- Frequent, unannounced changes to immigration requirements have tarnished Australia's reputation overseas
- Seemingly arbitrary and unreasonable decisions in specific cases have done no good (see Attachment A for example)
- The State Government has consistently sought to have the immigration policies and procedures modified to minimize the ill will past practices have generated.
- There are some signs (however slight) that the Commonwealth recognises the need for change.

NACCEYS
Apark,

(3) **The Welcoming face of Adelaide**

- Need to avoid the creation of overseas student ghettos.
- Need to provide opportunities for students to enter into the flow of South Australian community life, to meet with ordinary South Australian's and to share **their** culture, aspirations etc with us.
- Commend the universities and other bodies eg CWOS for their efforts in this regard eg airport welcomes, orientation camps, other organised social activities.

lon/mrs

(4) **The Caring face of our Universities**

- To what extent do/should universities take responsibility for the success and failure of their students?
- To what extent are overseas students considered to have special needs, and how are these catered for, for example, through:
 - orientation programs (for staff)
 - culturally aware counsellors
 - curriculum adaptation,
 - teaching processes or
 - language support
- In what ways are staff helped to work with an increasingly multi-cultural, multi-racial student body.

[Illustration: Your experience at Flinders]

- Does it matter? Do we care?

4. **BENEFITS**

- see tables 10.1 and 10.2 in Jarrett (attached)
 - he lists benefits to Australia **and** students' home countries
 - acknowledge wide range of potential benefits
- Focus on Research
 - overseas students make major contribution to the research effort of Australian universities
 - IC report refers to value of overseas students PhD Theses to Australia (see Attachment B)
 - MFP-U will have potential to extend links with overseas researchers

5. **BUT**

- What use is made of income generated from students' fees?
 - capital works, new buildings, renovations, equipment?
 - additional staff?
 - improved student services?
 - additional places for Australian students?
- IC report argues that departments teaching overseas students should receive a substantial share of fee income, as an incentive.

EXAMPLES OF IMMIGRATION DIFFICULTIES

1. Mr Mao Minghua, senior Chinese academic entered Australia as a Visiting Academic with substantial private sector support. Wanted to undertake PhD studies in Australia. Estimated that commercial benefits of student's research would be of the order of \$5 million per annum. Not permitted to change visa category while in Australia. Had to leave Australia in order to apply for a Student visa. Potentially embarrassing to University, private sector sponsors, Chinese Government and student. Local office of DILGEA facilitated re-entry on student visa, but need for disruption and expense is questionable.
2. Categorization of countries as "low risk" and "non-low-risk" is an odious distinction. Statistical basis for classification is dubious. Long term effects (in political terms and in terms of future prospects of attracting overseas students) are not clear.
3. Student enrolled in ELICOS course. Completed 9 months and was accepted into a Masters degree for the following year, subject to obtaining a score of 6.0 in an IELTS test.

Student wanted to continue ELICOS studies until commencement of Masters course (involving a 3 month visa extension) in order to improve his English further. Extension was denied unless he failed IELTS test. If he passed test, would have been required to return to China and re-apply to undertake the Masters program.

4. Graem Hugo's Population Studies students- lost to NZ?
(I have no other details on this case)
5. Mrs Masinghe, Sr Lankan, Senior Government Official. Denied visa initially because embassy officer judged she was not a bona fide student (letter attached)

EXPORTS OF EDUCATION

Again the evidence is anecdotal, but there is a widespread view that Australian students and institutions benefit. TAFE Queensland listed several benefits, including cultural exchange, overseas recognition of awards, conduct of additional classes which would otherwise be uneconomic, and increased responsiveness of institutions to establish new courses to meet local and overseas demand (Submission No. 8, p. 8).

An important intangible educational benefit is that from research of postgraduate students by equating benefits to costs.

Some attempts though have been made to quantify the benefits from overseas postgraduate students by equating benefits with costs. The National Centre for Development Studies said that:

PhD dissertations (by overseas students) use up very considerable resources in supervision, but their research is an important component of the Centre's total research. A dissertation is of similar research size as a book. A book generally costs between A\$50 000 and A\$100 000 to produce. Assuming the lower bound of A\$50 000, the ten dissertations completed thus far have contributed A\$500 000 to the body of research that informs policies in the region. Another 38 dissertations with the potential contribution of A\$1.9 million are in progress, making a total research contribution of nearly \$2.5 million (Submission No. 93, p. 14).

The Julius Kruttschnitt Mineral Research Centre at the University of Queensland, which trains higher degree personnel in mining and mineral engineering, said that it was difficult to attract sufficient Australian students to this field, and that:

The increase in numbers required to meet the demands of funded research has come from overseas students ... The reality is that the postgraduate program at the [centre] is heavily dependent on overseas students ... these students are essential (Submission No. 10 p. 3).

Dr R Birrell and Professor T F Smith said that Australia derived considerable benefit from postgraduate students:

In science and engineering they filled positions for which there were no local applicants. Consequently, they were crucial for the conduct of university research programmes in science and engineering. They also played a vital role in undergraduate laboratory teaching (Submission No. 26, p. 5).

Other participants noted that Australia, because of its small population base, could not easily support education institutions of international repute without the flow of qualified postgraduate students it receives from overseas. With that flow, domestic students, governments and industry have more ready access to higher quality educational and research bodies.

Some submissions argued that the benefits of some higher degree students would justify

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them not being charged fees. For example the University of Queensland in their submission said that, particularly in areas concerning mining and mineral research:

... postgraduate students should not be viewed as an income generator - the reverse is true. Rather than impose costs such as an Overseas Student Charge, for these students, such fees should be removed (Submission No. 106, p. 11).

It is a questionable notion that all postgraduate students are carrying out research that is commercially profitable, or at least socially useful. But postgraduate students are unique in the extra benefits they may bring to Australia compared with other overseas students.

In chapter 8 the question of whether such benefits should be recognised by the wider provision of scholarships is considered.

3.6 Concluding remarks

This chapter has identified a number of individual areas in which benefits and costs associated with the provision of education to foreign students might not be correctly aligned. Many of these areas are considered in more detail later in this report.

A broad implication of the approach that is taken here, however, is that any deficiencies that might be associated with education exports should be corrected at the point at which private incentives and public benefits and costs diverge. This means examining each purported case of market failure or regulatory impediment and asking whether there would be net benefits from correcting that particular problem.

Education exports are here to stay. The process to be undertaken now is to investigate whether we can obtain more benefit from them than is currently the case.

COSTS AND BENEFITS OF OVERSEAS STUDY

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Table 10.1 Potential benefits and costs of overseas student study: Australia

	Benefits	Costs
Private	<ol style="list-style-type: none"> 1 Enriched educational experience for some Australian students 2 Enhanced future exports 3 Regional increases in employment and income 	<ol style="list-style-type: none"> 1 Qualified Australian students may be crowded out 2 Standards diluted if admissions procedures are widely variable 3 Increased racial prejudice may occur
Institutions	<ol style="list-style-type: none"> 4 Revenue from fees 5 Increased student numbers which exploit economies of scale—particularly at the postgraduate level 6 Increased research output 	<ol style="list-style-type: none"> 4 Excessive numbers of students in some courses and universities 5 Foregone research output by academic staff 6 Bureaucratic and support services required for overseas students which are not fully covered by fees
Government	<ol style="list-style-type: none"> 7 Revenue from fees and taxation 8 Aid allocation tied to Australian institutions 9 Reduced unemployment benefits as employment expands 	<ol style="list-style-type: none"> 7 Possible subsidisation (medical, transport, education of children) funded by Australian taxpayers 8 Need to respond electorally to some of the above
Society (additional to the above)	<ol style="list-style-type: none"> 10 Foreign exchange earnings (fees, trade, tourism) 11 Enhanced international understanding and goodwill 12 Immigration of trained manpower 	<ol style="list-style-type: none"> 9 Expenditure effects of the additional expenditures associated with overseas students

Table 10.2 Potential benefits and costs of overseas student study: developing countries

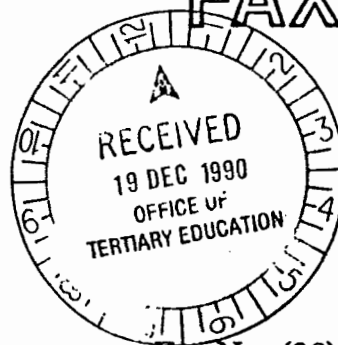
	Benefits	Costs
Private	<ol style="list-style-type: none"> 1 Greater access to higher education, particularly to post-graduate courses not available at home 2 Broadened experience 3 On-going contacts and collaboration 	<ol style="list-style-type: none"> 1 Private costs of tuition and living 2 Income foregone while studying
Institutions	<ol style="list-style-type: none"> 4 Fewer undergraduate students may relieve domestic resource pressures 5 Staff trained to higher levels as result of overseas postgraduate training 	<ol style="list-style-type: none"> 3 Weakened by short-term and/or long-term loss of best students overseas 4 Government funding may remain limited as pressure to expand local education budget reduced
Government	<ol style="list-style-type: none"> 6 Saved expenditure on higher education, especially if funded by aid 	
Society	<ol style="list-style-type: none"> 7 Enhanced international understanding 8 Productivity increases to a greater degree than otherwise, especially in respect to postgraduate study 	<ol style="list-style-type: none"> 5 May allow desirable domestic reforms to be put off 6 Dependence may be maintained 7 May promote inequality 8 Loss of foreign exchange may worsen balance of payments 9 Lost output during time overseas

Hon. MIKE RANN MA MP

Minister of Employment and Further Education
Minister of Youth Affairs
Minister of Aboriginal Affairs
Minister Assisting the Minister of Ethnic Affairs

Date: 18 DEC 1990

The Honourable G Hand, MP
Minister for Immigration, Local
Government and Ethnic Affairs
Parliament House
CANBERRA ACT 2600



OTE 89/45
MEFE 259/90

Fax No: (06) 273 4144

Dear Gerry

Thank you for your letter of September 10 about visa difficulties faced by overseas students. I am pleased that NACCEETS has been formed and the NACCEETS meeting this week will hopefully identify some of the problems and develop long term solutions.

I now have before me another case that could potentially embarrass the Government. This is the case of a senior Chinese academic who is enrolled for a PhD and who has substantial private sector support for his living and research expenses. When he applied to enter Australia the university described him as a visiting academic rather than a student, and although he is enrolled for a doctorate he has been asked to leave Australia. Everybody is quite satisfied about his bona fides, but nobody in Australia seems to have the power to change his status.

While it is apparent that a mistake was made in filling out the initial forms the consequences of that mistake are likely to be costly both in terms of dollars and our reputation. It appears that the student in question will have to go off-shore at taxpayers' expense to complete his re-entry formalities. Without going into details I am sure you can see the potential embarrassment that a case like this could cause the Government. I am aware of another (non educational) case where the wrong box was ticked when a person was applying for a visa and there was no opportunity to correct that here in Australia.

I should like to ensure that the case of the visiting Chinese PhD scholar can be fixed simply and expeditiously. I shall ask my Ministerial Adviser, Andrea Martin, to contact one of your advisers to see how best we might solve this particular problem. For the long term I look forward to seeking positive outcomes from NACCEETS and I hope that NACCEETS can identify a solution to situations of this sort

Yours sincerely

Mike Rann, MP
MINISTER OF EMPLOYMENT AND FURTHER EDUCATION

F 19/12

OTE'S VIEWS ON CURRENT POLICIES AND PRACTICES IN MARKETING UNIVERSITY EDUCATION OVERSEAS

1. GENERAL POSITION (excerpts from submission to IC review)

- "The State Government regards the export of education services as an important activity with significant social, education and economic benefits to the State."

- **Economic Benefits**

"With a fee income of over \$15 million per annum and additional foreign exchange being spent on living expenses, visiting families etc, there is an obvious financial benefit to the local economy."

- **Education and Culture Advantages and Trade Connections**

"Educational advantages accrue not only for overseas students who come here but for the local students who study with them. Particularly in the research and post graduate areas there is sharing of expertise and perspective, and joint growth in adding to the global body of knowledge.

At all levels, however, there is the opportunity to share and mix both educationally and culturally expanding horizons and levels of tolerance and understanding. Friendships and connections can flow on from this into potential trade and business networks of the future.

While it is not possible to assess these benefits in dollars, the networks formed are significant. Many students return to their home countries to become senior government and business leaders. (Several Ministers in Asian countries are graduates of the University of Adelaide for example). Such a network enables high level contacts to be pursued by South Australian institutions and government officials.

It is of interest to note that Australian business has generally not maximised possible trade links and entrees into overseas markets and business intelligence as might have been expected if strong post-student networks had been maintained. (In excess of 60,000 Australian graduates in Malaysia should result in many more significant joint bilateral ventures)."

11 April 1991

Contradictory advice + rigidities

Dear Sir

APPEAL

I am writing in response to our discussion this morning.

I am a bona fide overseas student.

Your office was informed of my decision to discontinue at TAFE Light Square at the end of its term in November 1990.

Your office was also informed of my intention to transfer to Stone's College to whom application was made in December 1990. Stones' Acceptance Advice was received by me in the same month.

I then called at your office to explain the change from TAFE to Stones. This was conveyed to a lady at the counter of your office.

She then asked me what I was going to do while waiting for approval of the change.

I told her that I would like to go abroad while waiting. She said that would be alright and that I could apply for visa renewal upon return as my visa was due to expire in July 1991.

This morning I called at your office and you told me that I was not entitled to re-enter Australia and that it would be necessary for me to re-apply to be an overseas student from outside of the country.

I do not understand why your Department has taken this stand as this was not the advice given to me by the lady when I consulted your Department in December 1990.

For the present, my fees to Stones have been paid up to November 1991.

I have adequate funds to live on. My brother, who lives in Switzerland, finances my studies and is well able to financially support me for the duration of my studies.

2/...

I do not have to rely on employment income for my upkeep and do not expect this need would arise. My family has made the necessary arrangements to fully support me.

I am willing to give you an undertaking not to seek employment if this would prove my bona fides.

As far as I can foresee, I have no intention of seeking residence in Australia and would like to return to Sri Lanka after my studies.

Please re-consider my case.

Yours sincerely

MIKE RANN MA MP

Department and Further Education
Affairs
Regional Affairs
The Minister of Ethnic Affairs

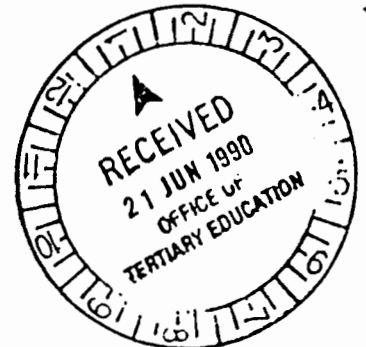
Same letter to John Dawkins, MP
Copy of Hand letter to DILGEA

OTE 89/45
MEFE

JUN 1990

able G Hand, MP
for Immigration, Local
Government and Ethnic Affairs
House
RA ACT 2600

Minister



Education for overseas students earns Australia considerable income and lays a base for firm business, professional, and foreign policy links. Like other State Governments the Australian Government supports the overseas marketing efforts of its higher education institutions. Last month I led a delegation of higher education chief executives to Indonesia, Singapore and Malaysia in an effort to increase substantially the number of full fee paying students studying in South Australia.

I have had brought to my attention cases in which the marketing efforts of State Governments and educational institutions have been undercut by the inability of selected students to obtain visas. These types of examples lead me to believe that the situation needs urgent review.

First, while in Indonesia the International Development Program (IDP) advised me of difficulties they were experiencing, when having placed students in Australian tertiary institutions, visas were not always forthcoming for the students so placed.

Second, after careful assessment and scrutiny, Flinders University offered a student place to the head of the Regional Planning Section of the Sri Lankan Ministry of Planning Implementation. The candidate has an MA in demography and was accepted to undertake a PhD course in Population Studies, and in having her visa rejected was sent the attached demeaning, offensive and ill informed form letter. I am sure you will agree.

These specific incidents have raised a number of general issues which are of deep concern to those in the tertiary education sector who are attempting to build up programmes which will attract students from overseas. I am fully aware of the great pressure that is being exerted upon DILGEA generally by people using the student visa category as a way of obtaining residence illegally in Australia. What is of concern to me is the way in which action has been taken to deal with this problem.

It seems somewhat difficult to accept that DILGEA and DEET may be pursuing inconsistent policies in this area. South Australian institutions have gone to great effort and expense to recruit *bona fide* students under express instructions from DEET to do so, only to suffer the frustration and embarrassment to hear from some students that they have been refused a student visa.

14th Floor, State Administration Centre, Victoria Square, Adelaide, SA 5000
GPO Box 2649, Adelaide, SA 5001
Telephone: (08) 226 1210 Facsimile: (08) 226 0844

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The problem, it appears, is in the ELICOS area and I am aware that most overstayers come from that category.

Of the 63,483 student arrivals in 1988/9 33.8% were full fee English Language students. Of all overstayers at 30/6/89, 41.5% were ELICOS students, and of all ELICOS overstayers:

55.7%	were from	People's Republic of China,
0.7%	from	Malaysia,
0.02%	from	Singapore,
6.5%	from	Indonesia, and
none	from	Brunei.

(The respective figures as a percentage of Asian ELICOS overstayers are 58.6%, 0.7%, 0.02%, 6.8%, and 0%.)

I am aware of the current immigration debate and share official concerns that some people may try to gain entry to Australia through temporary entry arrangements, with a view to staying permanently - meaning that instead of Australia choosing who comes as a permanent resident, people overseas choose to come to Australia. I am aware that it is usually the case that in countries which have strong "push factors" - civil strife, war, famine, religious frictions, or poor economic performance - there is a corresponding incidence of overstaying the visa entitlement. It is similarly true that stable, strong economic performing countries produce visitors to Australia who almost always honour their visas. It is not surprising then that greater care is taken in issuing visas in high overstay countries, whilst a much more trusting regime exists in low overstay rate countries.

I would like to work with you to develop a stable and workable set of visa arrangements for overseas students. I feel that South Australia is being disadvantaged, for while only 2% of overseas students come here, (and comparatively few ELICOS students), my commitment to triple the number of overseas students to South Australia could easily be compromised if visa arrangements are not streamlined. The "sins" of some parts of the ELICOS program seem to be visited on tertiary students more generally.

I believe there is real value in the State tertiary sector being involved with DEET and DILGEA in reviewing the procedures to ensure that the sector understands and accepts the criteria used in each country in assessing *bona fides*. Noting that:

- . Australia is committed to the export of education services overseas - particularly in our region;
- . short term English Language programs have produced high overstay rates and non compliance of some visa conditions from several countries in the region;
- . numerous complaints have been received from tertiary institutions that student visas have been delayed or denied on general profile grounds - despite the care taken by tertiary institutions before accepting overseas students into programs.

proposing that:

1. visa issuing arrangements for full fee paying tertiary students be reviewed - especially to minimise profile rejections;
2. this review be conducted by officials from:
 - DEET
 - DILGEA
 - a State Government representative from the tertiary education sector;
3. the review produce procedures which, while limiting immigration breaches, also ensure that genuine full fee paying tertiary students are speedily facilitated after acceptance by tertiary institutions.

Yours sincerely

Mike Rann, MP
MINISTER OF EMPLOYMENT AND FURTHER EDUCATION
MINISTER ASSISTING MINISTER OF ETHNIC AFFAIRS

Att

→ Return to OTE

OVERSEAS FULL FEE STUDENTS (South Australian Universities)

1. Numbers

- There are about 1800 overseas students in our three universities (April 1991)
- Of these about 1300 are full fee students
- Full fee enrolments (in universities) over the past 3 years are:

1989	400
1990	780
1991	1260

- Malaysia, Hong Kong, Indonesia and Singapore are the major source countries
- The most popular fields of study are (not necessarily in order)

Accounting
Medicine
Computing
Engineering

- 1990 enrolments were distributed between levels of study as:

Higher degrees by research	4%
Higher degree by coursework	14%
Postgraduate diploma	8%
Undergraduate	72%
(mostly bachelor degrees)	
Non-award	2%

2. Focus

- The State Government is interested in promoting South Australia as a quality destination for overseas students -
 - quality of lifestyle
 - quality of education
 - quality of support
- In addition to seeing students from our "traditional" source countries served well, the State has a keen interest in working with smaller nations that don't have the population base to warrant the establishment of a university, and with those countries where the range of courses offered by existing universities, is limited.

The Maldives is an example of the former situation; Brunei of the latter where we have established contacts.

- ° Through negotiations held recently with the **Commonwealth of Learning** I think there is scope for our universities to have a role in using new educational technologies to provide education to a number of small Commonwealth countries in the Pacific region in particular.
- ° Professional development for education and health administrators from countries such as Indonesia with a large youth population, is an area where the State is making a substantial contribution and hopefully will continue to do so.
- ° The United State of America is a potential source of **exchange students** (rather than full fee students) where there is scope for our universities to participate in American universities study abroad schemes particularly given the convenient coincidence of our delectable summer with the Northern hemisphere's winter.